OE FORM 6000, 2/69

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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# ERIC REPORT RESUME

| ERIC ACC. NO. | | | | IS DOCUMENT COPYRIGHTED? | YES ☐ NO ☒ |
|---|---|---|---|---|---|
| ED 032 259 | | | | ERIC REPRODUCTION RELEASE? | YES ☐ NO ☒ |
| CH ACC. NO. | P.A. | PUBL. DATE | ISSUE | LEVEL OF AVAILABILITY | I ☐ II ☒ III ☐ |
| SP 003 036 | | Oct 68 | RIEJAN70 | | |

AUTHOR

TITLE
Summary of the Educational Specifications for a Comprehensive Elementary Teacher Education Program. Summary of the Final Report.

| SOURCE CODE | INSTITUTION (SOURCE) |
|---|---|
| RUF87900 | Toledo Univ., Ohio |
| SP. AG. CODE | SPONSORING AGENCY |
| RMQ66004 | Office of Education (DHEW), Washington, D.C., Bureau of Research |

| EDRS PRICE | CONTRACT NO. | GRANT NO. |
|---|---|---|
| 0.25 | OEC-0-8-089026-3310-010 | |
| REPORT NO. | BUREAU NO. | |
| | BR-8-9-9026 | |

AVAILABILITY Elem. Teacher Educ. Project, Div. of Elem. and Sec. Research, Bureau of Research, USOE, 400 Maryland Ave., S.W., Washington, D.C. 20202 (Free)

JOURNAL CITATION

DESCRIPTIVE NOTE
7p.

DESCRIPTORS
*Elementary School Teachers; *Teacher Education; Educational Change; Behavioral Objectives; Social Change; Teaching Experience

IDENTIFIERS
Specifications for Elementary Teacher Education

ABSTRACT
A comprehensive undergraduate inservice model for the preparation of elementary school teachers was developed to accommodate the forces of societal and educational change. Behavioral objectives were formulated from topics derived from five specific sources of change (instructional organization, educational technology, contemporary learning-teaching processes, societal factors, and research) for each of six target populations: preservice preschool and kindergarten teachers, preservice elementary school teachers, inservice teachers, college and university personnel, administrative personnel, and supportive personnel. Specifications for implementation of each objective consisted of the behavioral objective, a treatment, the materials needed, and evaluation procedures. Each specification component was coded to provide easy access to program components for the development of special purpose programs. Any program based on the above specifications and objectives will be activity-centered; will progress from observation to direct classroom involvement; will use both individual and group study; will use conference, performance, and observation for evaluation; and will use a variety of media for implementation. Program evaluation was accomplished through two procedures: Context, Input, Process, and Product (CIPP) which was developed especially for the model; and the Program Evaluation Review Technique (PERT). The complete report is contained in ED 025456 and ED 025457. [Not available in hard copy due to marginal legibility of original document.] (SM)

GPO 870-380

ED032259

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SUMMARY OF THE FINAL REPORT

Project No. 8-9026
Contract No. OEC-0-8-089026-3310 (010)

# SUMMARY OF THE EDUCATIONAL SPECIFICATIONS FOR A COMPREHENSIVE ELEMENTARY TEACHER EDUCATION PROGRAM

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THE UNIVERSITY OF TOLEDO

October 1968

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

SP003036

## SUMMARY*

### I. The Task

A project staff representing a consortium of the State Universities of Ohio has prepared a set of educational specifications in accordance with a request from the Bureau of Research of the United States Office of Education for educational specifications for a comprehensive undergraduate in-service teacher education program for elementary teachers. The decision to participate in this unique, cooperative endeavor was influenced by a concern that existing programs of teacher education are not adequate to prepare future teachers for the changing conditions in American schools. A succinct description of these changes has been provided by Dr. Don Davies, Associate Commissioner, Bureau of Educational Personnel Development, U.S. Office of Education. The changes identified by Dr. Davies include:

1. Moving from a mass approach to an individual approach in education.

2. Moving from an emphasis on memorizing to an emphasis on learning how to think, how to learn, and an emphasis on the non-cognitive, non-intellectual components of life.

3. Moving from a concept of a school isolated from the community to a concept of a school that is in and of the community.

4. Moving from a fear of technology to utilizing machinery and technology for educational purposes.

5. Moving from a negative to a positive attitude toward children who are different.

6. Moving from a provincial perspective of the world and education to a multi-cultural perspective.

7. Moving from a system characterized by academic snobbery to one which recognizes and nurtures a wide variety of talents and fields.

8. Moving from a system based on serving time to one which emphasizes performance.

Because of the all-encompassing impact of change in education, the consortium has chosen to prepare model preparation programs dealing with at least those groups of educational personnel actively involved in the

*Pages 237 through 242 (Chapter 6) of final report.

education, induction, and support of new teachers--the major target populations for the changed program of teacher education. For the same reason, existing plans of teacher education were not considered as models or limitations. Traditions of teacher education were not maintained in order to insure the revised structure so necessary to hasten the demise of the self-contained classroom. The R&I (research and instruction) organizational pattern has been adopted as the preferred arrangement of personnel to implement the new programs. This is a team teaching concept developed by the Wisconsin Research and Development Center for Cognitive Learning.

## II. The Design

Figure 2[29] presents a graphic representation of the conceptual design of the project. A guide to the various personnel resources assembled is provided in Figure 3[30]. The statement of goals for the program of teacher education was adapted from the objective and comprehensive effort of the Committee on Quality Education of the Pennsylvania State Board of Education. A search for appropriate goals among formulations for existing programs had been a waste of time. The goals, as adapted, were submitted to a steering committee of outstanding authorities and to the members of the consortium for modification, addition, and, in a sense, legitimation. The statement of goals received enthusiastic support.

Because an initial and continuing concern of the project was to accommodate the forces of change, it was decided to begin to refine the general goals by considering them from the perspective of five contexts. These contexts--instructional organization, educational technology, contemporary learning-teaching process, societal factors, and research--represent the more important sources of change in teacher education today. An authority in each of these context fields prepared a position paper on his topic. Other knowledgeable persons in each context field were provided with these position papers and asked to react to them. These position papers and reactions were a rich source of data in the preparation of behavioral objectives.

The behavioral objectives were a result of the combined efforts of the project staff, consultants, and an independent consulting agency, EVCO Basic Instructional Research Design in Albuquerque, New Mexico. The consultants and staff provided the knowledge of the content, and EVCO provided the expertise in translating this knowledge into the form of behavioral objectives. It was a productive partnership generating over 2,000 behavioral objectives.

Because this was to be a comprehensive program, objectives were prepared for six target populations concerned with teacher education:

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[29] Supra, p. 11*
[30] Supra, p. 12*

*Reference to pages in final report.

1. Pre-Service--Pre-School and Kindergarten Teachers
2. Pre-Service--Elementary Teachers (Grades 1-8)
3. In-Service Teachers
4. College and University Personnel
5. Administrative Personnel
6. Supportive Personnel

The process at EVCO was to secure a breakdown of each context into major subject areas which were further divided into topics. Behavioral objectives were than prepared for topics under each of the six target populations listed above.

## III. The Product

Educational specifications were then formulated to implement the entire range of behavioral objectives. These consist of the behaviorial objective(s) to be implemented, the treatment to be utilized in accomplishing the objective(s), materials needed, and the evaluation procedures to be applied to determine whether the objective(s) have been successfully achieved. Because of overlap, 818 specifications were able to accommodate the 2,123 objectives. Specifications were prepared by the project staff, personnel from the Wisconsin R&D Center, MOREL (a regional laboratory), and consultants. These personnel received uniform instructions via A Manual for Specification Writers prepared by the project director.

The specifications are collected in a separate volume (Volume II) to facilitate handling and reading of the project report. They are organized according to a content breakdown under contexts, subject areas, and, finally, topics.

## IV. Organization for Implementation

In order to deal with the 818 specifications it was necessary to process them in some way to permit selection, rejection, ordering and reordering according to the population to be served. This was accomplished by a coding process. Each of the four major parts of every specification has been coded by the project staff according to the scheme presented in Chapter IV of the report. There are, of course, many advantages to this procedure, but the most obvious is the rapid collection of all specifications pertaining to one target population. In order to demonstrate this capacity and to provide a guide for those wishing to implement aspects of the program, the specifications are grouped according to the six major target populations.

Table No. 17 indicates the number of specifications by context required by the composite programs for each target population. Of course, this is only a gross summary to suggest the dimensions of the programs. Actually, the user would be supplied with the numerals of each specification

in the population and a detailed summary of all of the information coded. This, in itself, tells one much about the requirements of a program for the particular target population. There is, however, no one prescribed way of ordering the specifications. This could be a function of progressive difficulty of content, of ease of administration--that is all activities to be performed in the field or the classroom could be grouped together--of teaching method such as academic presentation followed by simulation, followed by actual application, or of other criteria relevant to the particular conditions of users of the specifications. The organization of specifications under the six target populations in Chapter IV of the report suggest various techniques of ordering the specifications.

TABLE 17

SUMMARY OF COMPOSITE SPECIFICATIONS
FOR
SIX TARGET POPULATIONS BY CONTEXT

| | Context | | | | | |
|---|---|---|---|---|---|---|
| Target | Instructional Organization | Educational Technology | Learning-Teaching Process | Societal Factors | Research | Total |
| Pre-School | 157 | 60 | 102 | 74 | 67 | 460 |
| Elementary | 151 | 75 | 102 | 69 | 67 | 464 |
| In-Service | 144 | 85 | 113 | 91 | 77 | 510 |
| College & University | 79 | 93 | 96 | 65 | 116 | 449 |
| Administrative | 62 | 70 | 103 | 126 | 77 | 438 |
| Supportive | 22 | 71 | - | 28 | - | 121 |

Additional Capabilities of the Process: Special Purpose Model Programs.

It is highly essential that a completely new program of teacher education provide easy access to groups whose needs and interests are found in parts of the total program but who cannot participate in all aspects of one of the programs prescribed for the six target populations. To create programs for such special purposes it is necessary to agree upon the general goal and the specific objectives. These become the selection criteria to draw out appropriate specifications. When the cards were sorted for one example, special program--Research Training for Teachers Conducting Research in the Instructional Setting--ten topics were

identified in three contexts using only 49 separate specifications. Such a program would likely be offered as an eight week summer institute. This exercise is found in Chapter IV. It is included as a prototype of the myriad of possible special purpose model programs.

Characteristics of Programs Utilizing the Educational Specifications.

It is difficult to generalize about the various uses of the specifications discussed under the selected target populations and the one prototype special purpose program. However, there are a few dominant characteristics of any program based on these objectives and specifications. These are detailed in Chapter IV of the report. Among these easily identifiable characteristics are:

1. The major instructional focus will be on the contexts of Instructional Organization and Contemporary Learning-Teaching Process.

2. Both Educational Technology and Societal Factors will receive more attention than in traditional programs.

3. There will be an emphasis on conducting and using research in the instructional setting.

4. The treatments indicate a program which is activity centered.

5. Student involvement is equally divided between individual study and group or team experience.

6. Typical treatments provide for a progressive involvement from observation through simulated activity to direct classroom experience.

7. Conference, performance, and observation are important means of evaluation.

8. A wide variety of media is required to implement these programs.

## V. Evaluation

The process of evaluation selected for this project was of prime importance because it must not only guide the planning stage but serve again to direct the implementation stage of the project. Then, too, it was necessary to devise an evaluation model which would permit comparisons between the consortium program and other strategies of teacher education. The model prepared by Professors Stufflebeam and Hammond of Ohio State University

has all of the requisite capabilities and more. The model is referred to by the acronym CIPP suggesting the comprehensiveness and versatility of the model in dealing with evaluation of Context, Input, Process, and Product. Figure 10[31], A conceptual schema of the total proposed evaluation system, presents a symbolic overview of the total evaluation program which provides for systematic context evaluation and ad hoc process and product evaluations. A significant portion of the project resources for the implementation phase of the program will be placed in the evaluation component.

In addition to the comprehensive effort referred to in our discussion of the CIPP model, it was necessary to utilize the PERT (Program Evaluation Review Technique) process as a type of internal check on meeting the various self imposed deadlines necessitated by the limitations on time. This technique was the principal monitor of progress during the planning stage.

There are many innovative features in the specifications for a new teacher education program. Among these none is so important as the evaluative process. For the first time in history a program has been arranged in behavioral terms so that it may not only be evaluated at a given point in time, but also so that it is self-correcting. Provisions for prompt and objective feedback are the most innovative elements and will enable all concerned to discuss the success or failure of a program to prepare educators in meaningful terms. This enables the implementing institutions to enter into the new program with confidence that if the selected specifications are not complete or not relevant, they will be supplemented or modified in the regular course of the program.

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[31] Supra, p. 225*

*Reference to final report.